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ABSTRACT

A review of the status of English language instruction in Bangladesh begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, and vocational), the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English outside the educational system, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. The main weaknesses of English language teaching in Bangladesh are poorly paid and qualified teachers, a weakly coordinated educational system, reliance on meaningless rote learning, and a gap between assumed and actual student proficiency levels. The main strengths are found in the availability of textbooks and the planned revision program for texts, the amount of inservice instruction directed to secondary teachers to improve college-bound students' proficiency, the gradual change of the strong literature/language imbalance, and increased awareness of the decline of English standards and the need for improvement. An appended chart describes the structure of the educational system. (MSE)

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ENGLISH TEACHING PROFILE

Country: BANGLADESH

Date: August 1986

1 ROLE AND STATUS OF ENGLISH

Prior to the war of Liberation in 1971, when East Pakistan became Bangladesh the language policy for both West and East Pakistan was to have Urdu as the sole national language in both parts of the state, with English as the official second language. The 'Language Movement' in East Pakistan opposed this policy, fighting, and in some cases even dying (21 February is a public holiday for the Language Martyrs), for the inclusion of Bengali among the official languages. Such was the strength of feeling behind the language issue that it was a major element in the unrest which culminated in the Liberation War and the emergence of Bangladesh as a separate state.

During the Pakistan period the use of English as a lingua franca between Bengali and Urdu speakers had flourished. With independence, and the proclamation of Bengali as the sole national language of Bangladesh, the role for English diminished accordingly. Bengali, or Bangla, to use the preferred term, became a focus of national identity and patriotism, and quickly took over from English as the medium of instruction and government.

Although English is no longer in such widespread use as it was twenty years ago, it remains the prestige language of the educated minority in Bangladesh. It is the language of litigation, and the language in which internal ministry memos are written, and many ministry meetings are conducted. There is a nightly news broadcast in English on Bangla television, and it is significant that the Government of Bangladesh's Third Five Year Plan (1985-90) exists only in an English edition. Indeed, although Bangladesh can no longer be considered as an ESL (English as a second language) situation, neither does it qualify as a purely EFL (English as a foreign language) one.

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The whole language issue is such a sensitive one in Bangladesh that until recently few public figures would have openly regretted the falling standards of English, though many have privately deplored the loss of the language, seeing the need for it as a means of access to scientific and technological development, and as an instrument of international communication. In the last few years, however, there has been a growing recognition in official circles that the decline in standards of English must be halted and reversed, and various schemes and proposals have been put forward to improve the teaching of English at various levels in the education system. Meanwhile, middle-class parents who can afford to take matters into their own hands are doing so; in all the major towns and cities of Bangladesh there is a startling proliferation of private, pre-primary through to primary schools, offering English and some English-medium subjects along with the official state curriculum.

2 ENGLISH WITHIN THE EDUCATION SYSTEM

Primary education

In the five-year primary cycle, which begins at age six, English is introduced as a subject in year 3 and continues to year 5. It is taught for five 35-minute periods of the school week, accounting for fourteen per cent of the timetable. The syllabus is laid down and the set books (one for each year) prepared by the National Curriculum and Text Book Board (NCTB). There is no specific teacher-training or inspectorate provision for the teaching of English at primary level.

Secondary education

In the three years of the junior secondary cycle, English is taught for seven, eight and nine periods a week. It continues at this level for the two years of the secondary cycle (the alternatives to this being vocational or technical training institutes). A pass in both English and Bengali is essential in the Secondary School Certificate examinations preceding entry to higher secondary ('colleges'), and equal weight is given to both subjects in the examination. English takes up six 40-minute periods per week in the higher secondary time-table, and passes in both English and Bengali, again carrying equal weight, are mandatory for the Higher Secondary Certificate.

As at primary level, syllabus and set books are determined and prepared by the NCTB. The official textbooks are largely grammar and reading comprehension based, with a certain amount of literary text at higher secondary level. There is no specific inspectorate provision for English teaching at secondary level, but due importance is given to facilities for both the pre-service and in-service training of secondary teachers of English.

University education

Until two years ago, English was a compulsory subject for the Bachelor of Arts degree at all the universities. It is now an optional subject everywhere, but an option which an increasing number of students in various faculties are seeing as a very necessary one. For example, the English department of Dhaka University's Institute of Modern Languages, which offers part-time courses to students from all faculties, received over 700 applications this year for 180 student places. The same situation is found in the other three 'general'

universities, at Chittagong, Jahangirnagar and Rajshahi; part-time courses offered to various faculties by the English departments are heavily over-subscribed.

Within the English departments of these four general universities the main bias always has been and still is a literary one. A healthy interest, however, is taken in language, with a fair number of staff in each department specializing in this area, and some of their more literature-orientated colleagues becoming increasingly involved in the language-literature inference of stylistics. Dhaka University English department has this year (1986) instigated an MA in Applied Linguistics option, and Chittagong offers a linguistics option on its MA course.

The 'specialist' universities for agriculture and engineering, make a token provision for English, where any is made at all. In the Engineering University this amounts to one hour a week, largely grammar and reading comprehension. The reasoning behind this lack of provision is not that English is considered unnecessary; on the contrary, students at both universities are required to do a great deal of studying in English. Rather, it is taken for granted. Whether the reality of the situation matches this assumption or not, is debatable.

KELT projects set up in the late seventies to introduce ESP into the universities met with startlingly little success. Given the current professional disrepute into which ESP seems to be falling, this lack of success might be seen as attributable to Bangladeshi commonsense. It might, however, be seen as due also to the gap between reality and official thinking referred to above.

Vocational and technical education

This is all conducted in Bangla, liberally sprinkled, faute de mieux, with English technological terms in both written texts and spoken lectures. At secondary level, the nine élite cadet colleges, army-run and funded, are a notable exception to this rule, in that their curriculum stresses English as a subject and as a medium for various extra-curricular activities. Entry to these colleges (there is one for girls) is by competitive examination, and although the idea is that students will go on to join the army, there is no pressure for them to do so if they decide to follow some other career on leaving.

3 TEACHERS OF ENGLISH

Primary level

On successful completion of the SSC exams, a student can enter a Primary Training Institute (PTI) for a one-year course. There is no ELT provision in the PTIs although primary teachers are expected to teach English as a subject from class 3. In-service provision at local level is the only way of orientating primary teachers to the set textbooks for English, since any national programme aimed at the 200,000 (1985 figure) teachers in primary schools would not be feasible in the face of such large numbers. There are forty-nine PTIs in Bangladesh, producing about 100 teachers each per year.

Secondary level

Teachers of English at junior secondary and secondary level are normally holders of a BA Honours or Pass degree, and have undergone a year's training at one of the ten teacher training colleges in Bangladesh. More than sixty per cent of secondary subject teachers have received pre-service training, and a substantial programme of in-service training is conducted at this level under the auspices of the National Institute for Educational Administration, Extension and Research (NIEAER). The NCTB also carries out some in-service work at this level in support of its new textbooks.

Within the teacher-training colleges, which come under the jurisdiction of the four general universities (the Principal of Rajshahi TTC being also the Dean of Education for Rajshahi University, for example) there is provision for ELT. There is not always an English specialist to provide it, however, since only four of the five colleges have such a specialist on their staff, English otherwise being taught by the Bangla, history, geography or social sciences teachers. The syllabus for English in the TTCs concentrates on methods, and there is very little in the way of language improvement work.

To teach English at the higher secondary level (classes eleven and twelve), an MA degree is required, but no teacher-training. A lot of in-service work is therefore carried out for teachers at this level by both NIEAER and NCTB.

Tertiary level

A teacher of English in a TTC requires an MA and a BEd, plus some experience. There is a lack of suitably qualified people at this level, hence the dearth of English specialists in the TTCs referred to above. In fact, many posts in the TTCs in other subject areas lie vacant for the same reasons. Recent proposals for a KELT project in teacher-training focus on this level, and several candidates are currently being processed for UK training in ELT under the Technical Co-operation programme so that they can take up posts in the TTCs. There is, however, no guarantee that such people will remain in the TTCs after training. The lure of more lucrative professions and more prosperous countries can prove too strong for the suitably qualified to resist.

At university level, teachers of English require the same graduate and post-graduate qualifications as in most other countries. Overseas training and numerous publications are important to career advancement. Teacher training is not seen as a requirement for this level, although English department staff are always keen to attend British Council ELT lectures, and are responsive to suggestions for seminars on various aspects of language and literature methodology.

Bangladesh English Language Teachers' Association (BELTA)

This association is a thriving concern, established in 1985 and aimed at teachers of English at all levels, though attracting much of its membership from secondary and higher secondary teachers. In 1985/86 it held a conference and seminar in Dhaka, and issued an association newsletter. This academic year it has plans for three regional seminars, in Rajshahi, Chittagong and Khulna, and three issues of an association journal, the first of which is currently at the printers. Funds for these activities come from the Asia Foundation.

British involvement

There is no British or other expatriate involvement in the teaching of English anywhere in the system. Recent KELT proposals suggested a presence in NIEAER, helping with in-service training of English teachers, and in Dhaka University English department, helping with the MA in Applied Linguistics course. Both of these ideas have been in the pipeline for two or three years now: NIEAER appears to be uncertain of its future role, and Dhaka University seems unable to cut through the bureaucracy to have its request formalized. Meanwhile, the NCTB are murmuring about their need for an English Adviser to curriculum and textbook work, and the Americans are murmuring about placing one or two Fulbrights in ELT work next year.

However fluid the current situation might seem, there is undoubtedly room for increased British activity. The new Council ELO ARI post, only two months old, is already heavily involved in university requests for seminars and workshops on various aspects of their English syllabus, both language and literature, and in NCTB-run courses to orientate higher secondary teachers to the new English textbooks. The potential for increased activity in teacher-training is there: the important questions concern how that activity should be targeted, and where it should be based.

4 MATERIALS SUPPORT

The National Curriculum and Textbook Board is responsible for production of the textbooks used in Bangladeshi schools. The course English for Today provides one book for use in each year from class 3 through to class 12. For the higher classes there are a few supplementary materials to this course, such as readers and grammar books. Teachers' guides have not yet been produced for the course, but they are planned.

These books are produced at greatly subsidized rates, but even so, as provision is dependent on purchase the ratio of books to students in any classroom depends on the economic prosperity of the area in which the school is situated. The books have been written over the last ten years by a team of well-qualified and experienced people, usually including a native speaker. They are structurally based, with a lot of reading comprehension work in the higher classes. Local teachers sometimes criticize them for scarcity of interesting topics to exploit, and for their reliance on a theory of grammar the teachers are unacquainted with. But the books are sound, if unexciting, and with the right treatment in the classroom can be considered qualitatively adequate for the situation in which they are used.

Materials at tertiary level are normally produced by the individual institution either in the form of cyclostyled sheets and handouts or as locally produced textbooks. A book written by a previous KELT officer in the mid-seventies is still in use for the language component of some of the university English department courses, but Dhaka University has just produced its own language textbook. There is a felt need in these university departments for a harmonization of their different syllabi and materials, and it is hoped to run a series of education seminars to this end over the next few years.

Books in English are not widely available, but the introduction of the English Language Book Society (ELBS) scheme into Bangladesh over the next year or so should ease the situation somewhat. Many of the English books currently available are pirated editions imported from India, or Soviet-produced English

translations of Russian authors. The Overseas Development Administration Programme has done a great deal to boost the English stock of the libraries of the major educational institutions in Bangladesh.

Apart from books, no other materials are used in the support of English teaching in the education system. Funds are simply not available, and hardware presented years ago has either ceased to function or has no matching software. Teachers from higher secondary level on, however, show an interest in what materials are currently available on the ELT market, and the Council hopes to develop ELT resource centres in each of its three libraries in Dhaka, Chittagong and Rajshahi, for the benefit of such teachers.

5 EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

There is no department or individual within the Ministry of Education with specific responsibility for English teaching. The Professional Bodies Section of the Ministry controls bodies like NCTB, which themselves are responsible for different aspects of English teaching: the syllabus; the textbooks; in-service training etc. English is no exception here since the same situation holds good for other curriculum subjects, although science is soon to be singled out, under the Third Five Year Plan (1985-90), for more exceptional treatment. Perhaps more than most educational administrative set-ups, the Bangladeshi Ministry of Education framework is responsive to broader administrative issues, like the levels of the education system, rather than the detail of what goes on within these levels.

6 DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

There is a temptation to write nil under this heading. Ministry officials give assurances of the importance of English to Bangladesh, and affirm its status as the country's second language. Yet no Ministry documents mention English, or the role English teaching is expected to play in the country's development. The Third Five Year Plan (1985-90) document is in English, with no Bangla version, and it outlines the aims of education policy as being:

a. to universalize primary education;

b. to improve science education at secondary level;

c. to improve technical education at post-secondary level;

d. to reduce urban/rural, male/female, social class differences in education.

English gets no mention. There is no public recognition of a problem which is privately regarded by many as being a central one.

7 ENGLISH OUTSIDE THE EDUCATIONAL SYSTEM

In both Dhaka and Chittagong, the YMCA offers part-time English classes. Some of these classes are directly aimed at preparation for the American test of

English as a Foreign Language (TOEFL) examination, but most are general 'spoken English'. Students include school-leavers of pre-university status, housewives, jobholders who need to improve their own English and L/E Council staff who sometimes attend; the courses run are competent, if limited in scope.

Also in the major cities, small private language schools, specializing in 'spoken English' and examination preparation, are set up from time to time. Schools of this nature rarely survive for long, and have little professional reputation.

There are a few English-medium tutorial schools and colleges in these main towns, some of which prepare students for GCE (GCSE) examinations. These are for the most part well-established and reputable institutions. At the lower level of pre-primary and primary, private kindergartens, with a strong English and English-medium component, are mushrooming in the middle-class areas of Bangladesh's larger towns.

Only two government-recognized private English-medium schools exist in Bangladesh, both of them in Dhaka. They are the American International School, catering for children from five to fifteen, and the St Francis Xavier's Green Herald International School, catering for children from five to seventeen and offering British-based examinations.

8 BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

In recent years this support has come to focus on the ODA-funded English Language Centre, on Council premises in Dhaka. Originally set up four years ago to provide pre-training English courses for TC study fellows about to undergo training in the UK, the centre achieved pilot Direct Teaching of English Operation (DTEO) status in 1985. It has a full-time director of studies (locally engaged, British) and part-time assistant director (locally engaged Bangladeshi), and a staff of eight mixed UK and Bangladeshi part-time teachers. The centre handles about 300 students a year, the major proportion of whom are TC study fellows, the remainder comprising staff of local non-governmental organizations (eg Co-operative for American Relief for Everywhere (CARE), Rural Works Programme) on specially tailored private courses.

The English Language Centre has provided a focal point for what little work in the way of ELT lectures, general enquiries about ELT, ELT consultancies and so on, has been done by the Council over the past few years. Since the departure of the last KELT Adviser from Bangladesh in 1983, British support for English language teaching has diminished considerably, although that for literature has maintained a consistently steady if low-key level.

Throughout the seventies and into the eighties, there were several KELT projects operating from Dhaka, with British personnel attached to the University, the Textbook Board, and similar key institutions. At the same time, there was continuing Voluntary Service Overseas (VSO) involvement in the university English departments and other institutions of higher education. Currently, there is neither KELT nor VSO involvement in English teaching in Bangladesh: two KELT project proposals, one for Dhaka University MA in Applied Linguistics, and one for teacher-training of secondary level teachers, lie dormant in the pipeline; VSO has seen fit to move out of education altogether for lack of feasible projects. British support for English teaching has therefore dwindled to the Council in-house teaching and English Language Testing Scheme (ELTS) testing operations; study awards and specialist tours in

the fields of language and literature; and the literature and small language provision in the Council libraries in Dhaka, Chittagong and Rajshahi.

Support is expected to increase, however, with the appointment of an English Language Qualified Assistant (ELQ ARI) to the Council office in Dhaka from mid-1986. At least fifty per cent of this post is to be devoted to boosting English teaching in Bangladesh in as many ways as possible.

9 AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

The American Cultural Centre runs a large TOEFL testing programme, and funds one or two short visits to the US each year for Bangladeshis working in language and literature. An annual visit from an American ELT expert is used to run teacher-training courses for teachers at higher secondary level. Until 1985, these took the form of direct teacher-training workshops, but the Americans felt that there was not sufficient local follow-up to render these workshops effective. Hence they changed tack and embarked last year on a long-term programme aimed at training teachers to be trainers themselves. Thirty higher secondary level teachers of English are to be exposed over a number of years to the visiting ELT experts' annual workshops. The Ministry of Education has agreed that these teachers will then be utilized in four regionally-held workshops each year in order to pass on what they have learned to as many of their colleagues as possible.

Under their Fulbright programme, the Americans are considering placing a Fulbright scholar in the English section of the National Curriculum and Textbook Board next year. The Director of the Board has recently approached the Council however, with tentative requests for an English Adviser to work in this section.

The Council has good relations with the Bangladeshi officer in charge of ELT in the American Cultural Centre, and invitations to ELT general lectures and workshops are reciprocal. There is certainly potential for Anglo-American co-operation in ELT ventures, though it must always be borne in mind that most Bangladeshis have a stated preference for the British form of English.

10 OTHER AGENCY SUPPORT

The Australians provide a few scholarships for ELT: the United Nations Educational Scientific and Cultural Organization (UNESCO) has funded a revision exercise for the English textbooks used in classes 3 to 5; but, in general, the British and the Americans provide the main support for English teaching in Bangladesh.

English does not play a central role in the aid work being carried out in Bangladesh, but the various aid donors recognize the importance of English for internal communications between their expatriate and Bangladeshi staff, and for Bangladeshi staff going abroad for training in their particular aid field. Bangladeshi government bodies involved in various types of development work within the country also recognize the need for English for the latter purpose, as well as for in-country research.

The Council's English Language Centre (see Section 8 above) already provides English courses for the staff of some of these aid agencies, and is looking

into the market possibilities for further provision in this area. A combination of English Language Centre courses and ELT specialists brought in for in-country training under the TC programme may be the way to meet the English needs of the various Bangladeshi government bodies. Co-operation with aid agencies, and with government bodies in receipt of aid funding, is a prime area for investigation over the next few years.

11 COMMERCIAL OPPORTUNITIES

Foreign exchange is scarce and Bangladesh is an aid-saturated country, with the inevitable consequence that there is no inclination to buy what some aid donor will surely give. The net result of these two factors is a distinct lack of commercial opportunity.

After much hard work and negotiation it seems likely that ELBS can be introduced to Bangladesh via local stockists in the next year or so. This will improve the market for ELT books.

Examinations, both GCE (GCSE) and ELTS, for which we have a steady supply of paying customers, will continue to provide a source of revenue. The English Language Centre, having got a foot in the Royal Society of Arts (RSA) door this year through acceptance as an overseas centre for the Distance Diploma in the Teaching of English, hopes to expand its capacity as an RSA teacher-training examination centre in future years.

Paid services for English teaching advice within the country carry only small remunerations in sterling terms, if a remuneration is offered at all. For example, Bangla Television, an organization not short of funds by local standards, recently paid an ELQ member of Council staff the equivalent of £4.50 for a morning's work judging the performance of applicants to be newsreaders in English.

The only commercial opportunities would seem to lie within the aid sector itself, through the United Nations International Children's Educational Foundation (UNICEF), United Nations Development Programme (UNDP), World Health Organization (WHO), and the myriad aid organizations which operate in Bangladesh. Organizations like CARE are willing to pay our English Language Centre over £1,000 for a two-week, specially tailored English course for fifteen members of their staff. Market possibilities for ELT sales and services to this vast aid sector are worthy of further investigation.

12 CREATIVE WRITING

Poetry is the main focus of creative writing in Bangladesh today, although drama is fast becoming a very popular art form. A few younger members of university English departments have taken to writing poetry and literary prose in English, and some of the English language newspapers publish poems and short stories on a fairly regular basis. Dhaka University English Department produces a quarterly literary journal, Form, and a member of that department, Niaz Zaman, is the author of the first English novel to be published in Bangladesh, The Crooked Elm Tree, which came out in 1983. Another member of that department, Kaiser Huq, a young poet and writer in English, is gradually gaining international recognition.

There are several societies of writers in Bengali, mainly for poets, and they hold frequent competitions and meetings. This year the Council ran a small-scale competition for poetry in English in conjunction with an art exhibition, but otherwise there are no official societies or literary prizes for writers in English.

A great deal of local publishing goes on in Bengali poetry and fiction. A few works of English literature have been translated into Bengali, but the choice of these has reflected the enthusiasms of the translator rather than local needs or interests. The demand for translation of non-literary work in English is, in fact, much higher.

There is no local publishing of British literature. Foreign texts are imported either from Europe or, as pirated editions, from India. British publishers are represented by two main companies in Bangladesh: Karim International for Cambridge University Press; and University Press Ltd for Oxford University Press, Penguin, Macmillan and Heinemann.

13 CURRENT RESEARCH

Postgraduate work (ie a post-MA degree) in English language or literature is rare. There are currently, for example, three students engaged in literature research towards an MPhil in Dhaka University English department, and this is the largest department in the country. Doctorates are without exception gained overseas. Neither local libraries nor university departments of English can be considered adequate for research at this level.

There are no research projects or official enquiries relevant to English teaching apart from the routine trialling and revision of English textbooks by the NCTB. Research of a formal nature into language teaching seems to be reserved for the problem of teaching Bangla.

In the past year six awards were made available in the TC programme for ELT; two to Dhaka University for MScs in Applied Linguistics, and four to NIEAER for Certificates in ELT. No nominations were received, hence none of these awards was taken up. In the current financial year (1986/87) so far two TC award nominees from TTcs have been placed on academic ELT courses, and there is the possibility (dependent on ELTS scores) that one or two more places may yet be taken up for the forthcoming academic year (ie 1986/87).

This year there have been four visitorships in the field of English studies: three for various aspects of literature to members of Dhaka University English Department, and one for linguistics to a member of Jahangirnagar University English Department. A recent visitorship for English language went to the Secretary of the Bangladesh English Language Teachers' Association to attend the 1985 IATEFL (International Association of Teachers of English as a Foreign Language) conference in UK.

There have been also four specialist tours in English this year, all on language themes: Alan Duff spent two weeks on teacher-training workshops with various ELT institutions in Dhaka; Tony Wright came specifically to review and revise the Council's English Language Centre courses; Jenny Thomas gave a series of lectures on pragmatics to various institutions in Dhaka; and Rod Ellis, passing en route from Calcutta to Indonesia, gave a general lecture at the Council.

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15 GENERAL STATEMENT

The main weaknesses of the current position of ELT in Bangladesh are:

poorly paid, often untrained teachers, with a limited command of English;

a weakly co-ordinated system of educational administration, which makes little provision for specific curriculum subjects;

methodological reliance on meaningless rote-learning, and examination formats which encourage it;

a gap between assumed and actual levels of student proficiency, particularly at tertiary level.

The main strengths in the ELT situation are:

the availability of textbooks for classes 3 to 12, and the programme of revision planned for these textbooks;

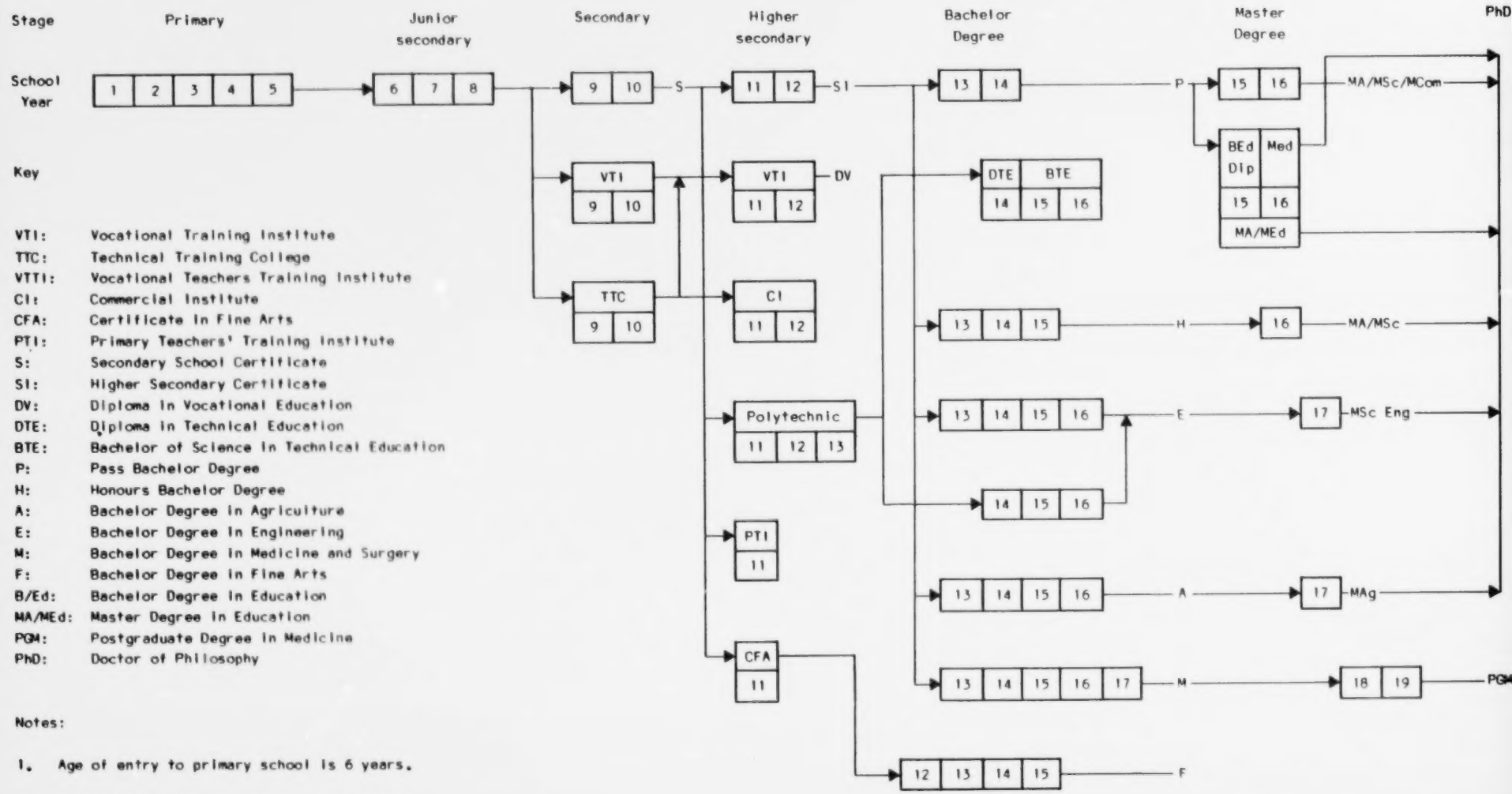
the amount of in-service work being directed at higher secondary level teachers in order to improve the proficiency of students at pre-university entry;

the gradual redress of the strong literature/language imbalance which has until recently characterized the university English departments;

increased awareness of the decline in English standards and the need for improvement.

The latter awareness, however, is still very much a private and individual affair. Until public and official recognition is given to the fact that an 'English problem' exists in Bangladesh, there is very little chance of finding an effective solution to it.

Structure of education system in Bangladesh, 1985



Key

VTI: Vocational Training Institute
TTC: Technical Training College
VTTI: Vocational Teachers Training Institute
CI: Commercial Institute
CFA: Certificate in Fine Arts
PTI: Primary Teachers' Training Institute
S: Secondary School Certificate
SI: Higher Secondary Certificate
DV: Diploma in Vocational Education
DTE: Diploma in Technical Education
BTE: Bachelor of Science in Technical Education
P: Pass Bachelor Degree
H: Honours Bachelor Degree
A: Bachelor Degree in Agriculture
E: Bachelor Degree in Engineering
M: Bachelor Degree in Medicine and Surgery
F: Bachelor Degree in Fine Arts
B/Ed: Bachelor Degree in Education
MA/MEd: Master Degree in Education
PGM: Postgraduate Degree in Medicine
PhD: Doctor of Philosophy

Notes:

1. Age of entry to primary school is 6 years.

2. Qualification for PTI entry is SSC (girls) or HSC (boys).

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